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ABSTRACT

This study of 543 English teachers and school executives examined teachers' occupational motivation, satisfaction, and health and tested a model of teacher satisfaction developed in Australia in a previous research phase. Teachers came from schools representative of all types of schools and all levels of socioeconomic status. Teachers completed a self-report questionnaire that asked about demographics, orientation to teaching, satisfaction/dissatisfaction with teaching, time devoted to teaching tasks, commitment/motivation, and general health. The questionnaire also had an open-ended question for making other comments about teaching. Data analysis indicated that the teachers were motivated by altruism, affiliation, and personal growth. They were most satisfied with core business aspects of teaching such as facilitating student learning and achievement, developing as a professional, and working with other staff. They were least satisfied with matters from systemic and societal levels such as the nature and pace of change and the status and image of teaching. Between these two domains lay factors specific to particular schools (school leadership and communication, school resources, and relationships with community). Teachers from different types of schools and those holding different promotion positions differed on some measures of satisfaction. Head teachers were no more satisfied than classroom teachers and were similarly stressed. (Contains 15 tables and 25 tables.) (SM)

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AN ENGLISH STUDY OF TEACHER SATISFACTION, MOTIVATION AND HEALTH

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ABSTRACT

This paper presents the results of a study of a sample of 543 English teachers and school executive (head teachers, deputies etc.).

The study sought to examine and benchmark teachers' occupational motivation, satisfaction and health and to test a model of teacher satisfaction developed in Australia in a previous research phase.

English teachers were found, in common with their Australia counterparts to be motivated by altruism, affiliation and personal growth. They were also found, again like Australian teachers, to be most satisfied with 'core business' aspects of teaching - facilitating student learning and achievement, developing as an a professional, and working with other staff; and the least satisfied with matters from systemic and societal levels - the nature and pace of change and the status and image of teaching. Between these two domains lay factors specific to particular schools - school leadership and communication, school resources and relationships with community.

Teachers from different types of schools and those holding different promotion positions were found to differ on some measures of satisfaction, however, unlike Australian Principals, Head Teachers were found to be on the whole no more satisfied than their classroom teacher colleagues, and to be similarly 'stressed'. These findings are interpreted in the light of the specific context of the English education system.

BACKGROUND TO THE STUDY

The UK has recently experienced a possibly unprecedented period of far reaching reform of the educational system. Its beginning might be marked by the Education Reform Act of 1988, though the period leading up to this might better account for the shifts in ideology which have underpinned the reforms. This might take us back to the election of the Conservative Government in 1979. Even prior to this, however, there had been rising disquiet about the education system and a call for change, led

by the Labour leader, James Callaghan's initiation of "The Great Debate" on education in 1976. But, regardless of when this period began, during recent years there have been extensive and rapid changes in policy and practice across the state education system. It is against this background that the Teaching 2000 project has been undertaken in England.

Ideologically, these changes have been driven by the rise of neo-liberalism under the Conservative Government. There has been a widespread perception that the 'New Right' have been converting the 'public monopoly' system of education to that of the 'free market' (Ball 1994; Edwards 1997; Husbands 1996; Lawton 1994; McNurty 1991; Ransom 1994; Whitty 1990). In the UK the emphasis is on the demand side - on choice. Schools, as producers, must compete for consumers (the parents).

This has been achieved by the introduction in 1988 of a number of structural changes intended to increase choice and to extend 'diversity'. A policy of 'open-enrollment' was adopted, which meant that parents were entitled to send their child to the school of their choice, whereas previously they had been largely restricted to the schools serving the catchment area in which they lived. Funding was then restructured on a 'per capita' basis so that schools attracting the greater numbers of students had larger budgets. Local control on the school level was increased through the devolution of funding from the Local Education Authorities (LEAs) to individual schools (Local Management of Schools or LMS). Prior to LMS the LEA had overall control of the budget for all schools within its jurisdiction and could plan to meet the needs and conditions existing in the area as a whole. This form of publicly controlled planning by local government, through the LEA, gave way to school level planning with accountability largely in the hands of elected school governors. Schools thus acquired a greater level of autonomy and became subject to market forces. The ideologically based assumption was that more popular schools would thrive and the competition generated would drive up standards across the system.

The state school system consists largely of non-selective neighbourhood Comprehensive schools, serving the secondary sector (11 - 16 or 18 years), with some selective schools still existing in a few Local Education Authorities (known as Grammar Schools). The latter remain from the structure put in place after the 1944 Education Act when children who were not selected for Grammar School education largely attended 'secondary modern schools'. Again, some of these schools still exist in some areas where there are Grammar Schools. Primary Schools (5-11) are all non-selective. Planning and financial management across all state schools (excluding the special arrangements for those state schools 'controlled' or 'aided' by the Catholic or Anglican church) had, prior to the 1988 Act, been the responsibility of the Local Education Authorities. New kinds of school were introduced through the 1988 Act, which represented a departure from this system. Legislation made provision for schools to 'opt out' of local authority control to become 'Grant-Maintained' schools (or GM schools) receiving their funding direct from central government, thus becoming autonomously incorporated institutions. Whilst there is some debate about the extent to which GM Schools, in reality, are accountable to the electorate, they were certainly central to the Conservative Government's re-shaping of education. Fitz, Halpin and Power (1993) argue that 'the policy's chief purposes - to diversify school provision; to increase competition between schools; and to enhance parental choice - comprehensively resonate with the government's overarching ideological commitment to market-led approaches to the management and delivery of public services.' (p.10)

Whilst the emergence of market led models of education is common to many Western countries, Ball (1994) argues that the UK's application of ideologically driven policy has been far more radical than the US, for instance, and that 'a very strange' market has been politically constructed. Whilst the structures described above suggest a genuine market, with the effect of producing competition amongst schools, Ball

suggests that in fact government intervention and political control have severely limited diversity and choice (the 'possibilities of invention, entrepeneurship and expressions of minority interests or commitments among parents.' p.112)) through centralised control. Certainly, centralised control has been a characteristic feature of developments in the educational system. (The 1988 Act, for instance, ascribed over 400 new powers to The Secretary of State for Education.) On the one hand, the kinds of schooling available have become centrally determined through such initiatives as the Grant Maintained Schools and the 'City Technology Colleges' (similar to Magnet Schools) which were set up in inner city areas, partly supported by private sponsorship. Whilst the decision to opt out to become Grant Maintained was subject to parental ballot, there was government intervention in the form of preferential funding from central sources for opted-out schools, for example, in the form of transitional grants and funding for capital projects. The provisions of the 1993 Education Act made it easier for schools to become Grant Maintained (Morris, Reid and Fowler 1993). Once Grant Maintained, schools were subject to regulation from the centre.

On the other hand, centralised control also came into the picture with regard to school curricula. Parental choice in this area was eliminated, since the 1988 Act brought in the National Curriculum which all state schools are statutorily required to teach.

There have been a variety of explanations for this apparent contradiction between 'market forces' and centralised control, which has been recognised by many commentators. Demaine (1988) accounted for the inconsistency by arguing that 'devolution' in itself was about centralising control, rather than putting it in the hands of parents. Others have suggested that the distinctive blend of neo-liberal with neo- conservative tendencies (noted, for example by Gamble 1983 and Peters, M. 1995) established during the era of Thatcher's conservative government explains the co-existence of these positions. Whitty (1990), for instance, suggests that these different factions within the so-called New Right have influenced different aspects of policy. 'As New Right ideology is based on a blend of moral and economic academic and philosophical doctrines, they are sometimes complementary, but sometimes in tension...' (p.23). Alternatively , Lawton (1994) argues that the introduction of the National Curriculum was consistent with the free market. It was to be used as a 'market mechanism', making possible the provision of data by which schools could be compared. Its function in this respect was ratified by the standard assessment procedures which were also introduced by the 1988 Act, (whereby students would be tested at age seven, eleven and fourteen), and by the publication of 'league tables' based on raw test results by which the 'performance' of schools could be judged (introduced by Kenneth Clark who was Secretary of State for Education from 1990 - 92). In addition a centralised system of regular inspection of schools was introduced by Clark with the formation of the Office for Standards in Education (OFSTED) through which privatised inspection teams took on the role of Her Majesty's Inspectorate. Lawton argues that the effect of these measures has been to create a hierarchy of schools and thereby to inevitably endorse the principle of selective education (quality education for the few), rather than the equitable provision for all which underpinned comprehensive education.

The new curriculum and assessment arrangements serve as an illustration of the extent of the changes which have been imposed on teachers. These were put in place during the late 80s and early 90s. The assessment procedures were carried out first of all in Key Stage 1 (seven year olds) and entailed a great deal of extra work on the part of the teachers. Assessment arrangements were adapted in some way in each successive year. As all subjects of the curriculum were brought on stream (they were phased in gradually over several years) it became apparent that in its existing form the National Curriculum was unworkable, especially in Primary Schools where detailed programmes of study in nine subject areas were legally required to be

taught. At the time at which the assessments at Key Stage 3 (14 year olds) were introduced, the teachers called a boycott of the tests in protest. This led to the 'Dearing Review' in 1993. Sir Ron Dearing was appointed by the government to lead a thorough investigation into the curriculum with a view to slimming it down. The revised curriculum came into force in 1995. Following the Dearing Review, a 'moratorium' on curriculum change was declared until the year 2000, but the Labour Government (elected in May 1997) had already stated its intention of making early changes to the Primary Curriculum to strengthen the basics, with an increased emphasis on literacy and numeracy (Excellence in Schools - White Paper) when the Project 2000 survey was undertaken.

The 1988 Act explicitly protected the teachers' right to determine pedagogy. Nevertheless, Kenneth Clarke became particularly concerned about teaching methods in the Primary School, and commissioned a major report (Alexander, Rose and Woodhead 1992) which formed the basis of recommendations for changes in practice. (OFSTED 1993; NCC 1993)) At the time when the Project 2000 survey was being carried out, the present Labour Government were proposing to influence methods of teaching more directly through the National Literacy and Numeracy Strategies, which will be introduced later this year.

In this brief introduction, some indication has been given of the ideological movements and tensions which are inherent in recent educational reform, as well as an outline of some of the major policy developments, as during the years of the Conservative Government (1979-1997) there was an undeniable and fundamental drive to alter the ideological base of education, with the result that the culture of their working lives has been changing. Ball (1994) notes: "In some schools the discourses of financial planning and economic rationalism now operate in an antagonistic relation to the discourses of teaching and learning and pupil welfare" (p.52). It is within this context that teachers have been required to come to terms with change. They have had to confront both new ways of thinking and new structures and curriculum. They have been required to respond to government directives quickly and an increased emphasis on performance and accountability has entailed increased amounts of administrative and paperwork. The effect of the changes is that the balance of power and influence in education has completely changed (Lawton 1994)

The representation of the teaching profession in the media has been less than favourable. The issue of standards (consistently on the political agenda) can be used as an example of the way in which teaching has attracted adverse publicity in the media over recent years. OFSTED reports can be cited, in relation to both teacher and pupil performance. The chief inspector's report of 1994/5 (OFSTED 1995) claimed that there were 15000 incompetent teachers. A survey of achievement in reading in Tower Hamlets (OFSTED 1996) which revealed unacceptably low standards was used as a call to raise standards across the country as a whole, in spite of the fact that there is a high concentration of students whose mother tongue is not English in that region.

The picture given, whilst lacking the details of the full extent of the reforms, presents some of the major influences on the working lives and conditions of English teachers. A number of key questions emerge from this context, including those of:

- Why do teachers enter teaching?
- How do teachers feel about teaching?
- How do teachers feel they are regarded by their employer and society generally?

- Is teacher pre-service and in-service training adequate to meet the needs of today's and tomorrow's teachers?
- How are teachers coping with change and the pressures being placed upon them?

The Teacher 2000 Project

The Teacher 2000 Project project, the original phase of which was conducted in Australia, arose because of a desire to find answers to the above questions and to benchmark teacher satisfaction levels so that informed decision making could occur. The sought to extend and test the findings of earlier interview based work involving teacher resignation (Dinham, 1992), the impact of teaching on teachers and their partners (Dinham, 1997), and the manifestations and implications of the ageing teacher population (Dinham, 1996). During the initial phase a sample of 892 teachers and school executive were surveyed and as a result, an instrument was designed and a series of scales to measure satisfaction with facets of the teaching role were developed.

A full report of the results of the Australian study can be found elsewhere (Dinham and Scott, 1996, 1997), however, in summary, the majority of teachers in the Australian sample could be seen to be in the 'right place'. Their most popular reason for entering teaching was 'always having wanted to teach' and they scored highest on those aspects of commitment which suggested a preference for working with and for people - Affiliation, Altruism but also Personal Growth.

Overall, teachers' sources of satisfaction were found to lie within the domain of the "intrinsic" rewards of teaching and centred on pupil and teacher achievement, while dissatisfaction was found to be more "extrinsic" to the core business of teaching and centred within society, the employer and the state government. Average scores on scales which covered school based aspects - such as school leadership, reputation and resources - were in the neutral range neither satisfying nor dissatisfying tended. These findings led the proposing of a 'three domain' model of teacher satisfaction (Dinham & Scott, in press). Satisfaction was significantly associated with mental well being, so that the more satisfied were also the least distressed.

However, important differences in satisfaction were found between sub groups of teachers, for example holders of different promotion positions and primary versus secondary teachers. Primary school teachers tended to be more satisfied than high school teachers with their capacity to influence pupil achievement, their school's reputation in the community and school leadership and communication.

School executive were found to be the most satisfied and holders of middle and lower middle management positions the least, with classroom teachers scoring between these two groups. Control over work appeared to be the key issue such that both executive and classroom teachers were able to exercise a reasonable degree of control whilst in the Australian context middle managers were caught between the demands of teaching and administration. In line with the general finding that satisfaction predicted mental well-being, differences were also found between holders of different promotion positions, with principals being the least 'stressed'.

The current research sought to explore the occupational motivation, satisfaction and mental health of a sample of English teachers. In this paper issues of the motivation to teach is dealt with briefly - the main aim is to discuss the replication of results obtained during the Australian phase of the research, specifically the testing of the three domain model of teacher satisfaction and also the relationship found between satisfaction and health, and promotion position and type of school. Specific to the

English context, the correlates of teaching in a Grant Maintained School will also be discussed.

METHOD

Instrument

The instrument used was a machine readable self-report questionnaire based on that developed by Dinham and Scott (1996) for their Australian research. Items were mostly pre-coded with some open-ended questions. Minor changes only were made to the Australian version, with wording of satisfaction items made consistent with terminology employed in the English context, and questions concerning school type and qualifications suitably modified.

The final instrument contained 7 sections:

1. Demographic items - age, years of service, years at present school, sex, current position, qualifications, first language, type of school in which currently teaching, and whether current school is grant maintained. Devising a parsimonious coding system for type of school proved difficult given the variety of schools in Britain. A nine level system was devised based on a combination of age range of student catered for and purpose served. Similarly promotion position was difficult to code given the complexity of the promotion system but an eight category code was devised Head Teacher, Deputy H. T., Head of Faculty/Year/Department, Classroom Teacher plus extra pay and responsibilities, Classroom Teacher, Supply Teacher and Other. The school identification number coded extra information such as whether the school was county, controlled, aided and so on.

2. Orientation to teaching - participants were asked to rate as true or false seven reasons for their entering teaching and two items about their preparedness to teach.

3. Satisfaction/dissatisfaction with teaching - participants used a seven point scale (1=Highly Dissatisfied - 7=Highly Satisfied) to rate their satisfaction with 75 aspects of teaching/teachers' work. Participants also used seven point scales to rate their current level of satisfaction with teaching (1=Highly Dissatisfied - 7=Highly Satisfied) and the change in their level of satisfaction since they began teaching (1=Now More Highly Dissatisfied - 7=Now More Highly Satisfied). Two open-ended questions invited respondents to list other factors which contribute to their satisfaction/dissatisfaction with teaching.

4. Time devoted to teaching tasks - respondents were asked to indicate via subdivisions on a pie chart the proportion of their 'professional life' devoted to activities such as preparation for teaching, meetings, face to face teaching, and so on.

5. The 40 item Commitments Scale (Novacek & Lazarus, 1990) - was used as a measure of motivation/commitment. Novacek and Lazarus' instrument yields scale scores for six components of commitment - Affiliation, Power and Achievement, Stress Avoidance. Sensation Seeking, Personal Growth, Altruism.

6. The 12 item form of the General Health Questionnaire (GHQ) - the GHQ is a widely used and reliable instrument for the assessment of non-psychotic mental distress, or 'stress'.

7. Finally, an open-ended question gave respondents the opportunity to make any other comments about teaching.

Data from completed surveys were computer scanned and analysed using SPSS, while open-ended responses were subject to content analysis using NUDIST (QSR, 1994).

Participants

Sampling

Eight Local Education Authority (LEAs) areas were selected from which schools were to be invited to participate. LEAs which were chosen contained schools representative of all existing school types and which drew from areas which varied in location (rural, urban, commuter county), socio-economic status (northern and southern cities, prosperous London borough, disadvantaged London borough) and ethnic mix. The LEAs chosen were Brighton-Hove, Cornwall, Kent, Leeds, Cheshire, Tower Hamlets, Richmond and Nottinghamshire.

Schools were selected by taking every fifth school appearing in the LEAs' lists of schools. The decision was made to over-sample Grant Maintained schools and so all GMS in each LEA area were included. All schools in the Nottingham area which participated in Nottingham Trent's partnership program for professional experience in initial teacher training were also approached. In all, 661 schools were approached to participate in the research.

Head Teachers of selected schools were sent a letter outlining the research and inviting their cooperation. Included were a copy of the questionnaire and a consent form to be completed and returned by fax or post. One hundred and fourteen consented to participation. Of these, two were from Brighton-Hove, 12 from Cornwall, 34 from Kent, 12 from Leeds, 12 from Cheshire, two from Tower Hamlets, none from Richmond and 40 from Nottinghamshire. Type of school (nursery/primary, middle, comprehensive, grammar and special) participating by LEA is summarised in Table One. After consent was received, Head Teachers (HTs) were approached by telephone and asked for the number of academic staff at their school, including executive, or non-classroom teaching staff, part time and supply teachers. In all, 2384 questionnaires were posted to participating schools.

The Head Teachers of a sample of schools who had declined participation were rung to inquire why they had refused. The most commonly cited reason was that the school was soon to have its OFSTED inspection. Other HTs explained that their staff were already too heavily burdened and they, the HTs, did not wish to ask them to commit any more time to work or work related activities.

Table One: Participating schools by type and Local Education Authority.

	Type of school					
LEA	Spec	Nurs/ Prim	Middle	Compr.	Grammar	Total
Brighton	0	2	0	0	0	2
Cheshire	0	11	0	1	0	12

Cornwall	0	12	0	0	0	12
Kent	0	16	1	12	5	34
Leeds	0	10	0	2	0	12
Nottingham	0	36	0	4	0	40
Richmond	0	0	0	0	0	0
Tower Hamlets	1	1	0	0	0	2
Total	1	88	1	19	5	114

Of the 2384 questionnaires 543 were returned completed. The response rate of 23% compares poorly with parallel phases of the research. The Australian response rate of 40% is considered the norm for research in which recruiting of participants is done in this fashion. The teachers' feelings of being over burdened appear to have contributed to the poor response rate.

Sample Description

Mean age of participants was 42 years (range 25 to 62 years). Mean length of service as a teacher was 16 years (range less than one year to 41 years) and median length of time in current school was 5.5 years (range less than one year to 29 years), Only 4% of the sample reported having a first language other than English.

In all 70% of participants were women and 30% men, whilst 38% (24% of men, 45% of women) taught in the infants-primary range, 2% in middle schools, 55% in secondary schools (69% of men and 48% of women) and 4% in schools classed as 'other', chiefly special schools. (Rounding of percentages may mean that figures do not total 100%.) Table Two contains the description of participants, by sex and type of school in which they were teaching.

Table Two: Percentage of men and women teaching in different types of schools

	Type of School								
	Prim	Mid Sch	SM	Comp 11-16	Comp 11-18	Gram	CTC	Coll 16-18	Other
Men	24	1	19	5	32	14	1	0	7
Women	45	3	10	3	23	12	1	1	4

Of the secondary schools, 29% of teachers described their school as a comprehensive of some type, 12% as a grammar and surprisingly, 13% as a secondary modern although this category of school is now quite rare. In all, 30% of teachers reported that their current school was grant maintained.

Promotions Position

Eleven percent of participants were head teachers (13% of men and 9% of women), 7% were deputy heads (8% of men and 7% of women) and 23% were heads of faculties, years or departments (32% of men, 19% of women). A further 25% described themselves as classroom teachers with extra responsibilities and salary (22% of men and 26% of women), 30% as classroom teachers (23% of men and 33% of women), only 1% were supply teacher (no men and 1% of women) whilst 4%

described themselves as 'other' (specialists of various sorts including librarians, 3% of men and 4% of women).

Table Three: Percentage Of Men And Women In Different Promotion Positions.

	Promotion Position						
	HT	DHT	HD	CR+	CR	Sup	Other
Men	13	8	32	22	23	0	3
Women	9	7	19	26	33	1	4
Total	11	7	23	25	30	1	4

Figures may not total 100 because of rounding of decimals.

RESULTS

Commitments and Motivation to Teach

The Sample Mean for the Commitments Scale

Table Four reports the sample means and standard deviations for the six Commitments scales.

Table Four: Sample means and Standard Deviations for the Commitments Scales

Scale	Mean (s.d.)
Affiliation	5.46 (1.13)
Altruism	5.39 (.87)
Power and Achievement	4.94 (.92)
Personal Growth	5.39 (.82)
Sensation Seeking	5.12 (1.02)
Stress Avoidance	5.15 (.97)

Orientation to teaching

Table Five contains he percentage of participants agreeing that each of the orientation to teaching/preparedness to teach items was true of them at the time they entered teaching.

Table Five: Orientation to and Preparedness for Teaching

% True	Item

45	I always wanted to become a teacher
40	Teaching was not my first choice of career
32	I thought that teaching would fit in well with family commitments
31	I was attracted to teaching because of the hours and holidays
18	I became a teacher because of a lack of other options
7	I was attracted to teaching because of the salary
6	There was pressure from my family to become a teacher
64	I had a realistic view of teaching before I began my training
39	My training adequately prepared me for teaching

Grant Maintained Schools and Others

Orientation to Teaching

Significant associations were found between teaching in a GMS and three orientation to teaching items - 'always wanted to teach' ($\chi 2$ 1 = 4.66, p = .03), 'not first choice of career' ($\chi 2$ 1 = 5.59, p = .02, and 'no other option; ($\chi 2$ 1 = 4.50, p = .03). Teachers from GMS were less likely to agree that they had always wanted to be a teacher (GMS = 39%, other = 49%), more likely to agree that teaching was not their first choice of career (GMS = 48%, other = 37%) and more likely to agree that they entered teaching because they had no other option but to become a teacher (GMS = 22%, other = 15%),

Commitments

The relationship between teaching in a GMS and scores on the Commitments scales was tested using a MANOVA. The multivariate effect was not significant $F_{6,521} = 1.81$, $p = .096$). However, one univariate result, on the Altruism scale, was significant $F_{6,521} = 5.49$, $p = .019$). Teachers from GMS scored lower on average (5.22) than did other teachers (5.40).

Satisfaction

Testing the Model

A confirmatory factor analysis was conducted in LISREL 8 to test the degree to which the model of aspects of satisfaction developed in Australia fitted the English data. Fit statistics were found to be very similar to the Australian figures and so the eight factor model was accepted and scales calculated accordingly (Root Mean Sq Error of Approximation Australia = 0.047, England = .045, GFI Australia = .88, England = .87, AGFI Australia = 0.86, England = .84).

Confirmatory factor analyses of each individual scale revealed that the fit for these varied somewhat, with most, however, having excellent fit statistics. Fit statistics and patterns of correlated errors on two scales - Student Achievement and Work load/Pace of Change suggested that each of these might best be further broken down into two scales. Further analysis is proceeding to test this.

Satisfaction Items and Scales.

Table Six presents the sample means for self rating of overall satisfaction, change in satisfaction and each of the eight aspects of satisfaction scales.

Table Six: Sample Means for Satisfaction Scales.

Scale	Sample Mean (s.d.)
Satisfaction	3.91 (1.66)
Change in satisfaction	3.23 (1.74)
Leadership	4.13 (1.24)
Promotion	3.65 (1.20)
Infrastructure	3.42 (1.13)
Reputation	4.61 (.93)
Status	2.35 (.83)
Student Achievement	5.23 (.84)
Workload, Change	2.77 (.98)
Self-Growth	5.25 (1.01)

Gender, Promotion Position and Type of School

The associations between satisfaction, change in satisfaction and the eight aspects of satisfaction, and gender, promotion position and type of school (primary, secondary, middle etc.) were explored. Relationships between gender, position and school and satisfaction and change in satisfaction were examined using ANOVAs,

however as the eight aspects of satisfaction scales were correlated a MANOVA was used to examine difference between the groups on these. As promotion position and gender, and type of school and gender were also associated, interaction effects between these pairs of variables were first explored but the multivariate interactions were not significant. MANOVAs were then repeated to examine main effects.

Gender

Men and women were found not to differ statistically on either overall satisfaction (men = 3.83, women = 3.95, t527 = .74, p =.46) or change in satisfaction (men = 3.41, women = 3.22, t525 = 1.20, p=.23). The multivariate effect for the analysis of the eight aspects of satisfaction scales was not significant ($F_{8, 522} = 1.90$, $p = .058$), however one univariate result did reach significance. Men (mean = 5.08) were found to be less satisfied than women (mean = 5.28) on the Student Achievement scale ($F_{8, 522} = 6.85$, $p = .009$).

Promotion Position

No significant association was found between promotion position and either overall rating of satisfaction ($F_{5, 526} = 2.12$, $p = .06$) or change in satisfaction ($F_{5,524} = 1.44$, $p = .21$). However, there was a significant multivariate effect on the eight aspects of satisfaction scales ($F_{32, 220} = 4.66$, $p = .000$). This was accounted for by significant results on six of the eight scales - School Leadership ($F_{32, 220} = 26.00$, $p = .000$), Promotion ($F_{32, 2020} = 4.43$, $p = .002$), School Reputation ($F_{32, 220} = 9.51$, $p = .000$), Student Achievement ($F_{32, 220} = 5.54$, $p = .000$), Workload($F_{32, 220} = 3.41$, $p = .009$). And Professional Self Growth ($F_{32, 220} = 11.72$, $p = .000$).

Table Seven contains the cell means for overall satisfaction, change in satisfaction, and the eight aspects by position.

On all scales, the Head Teachers scored on average higher than other groups. Deputy head teachers tended to have mean scores which were similar to the head teachers, but somewhat lower. The tendency was for classroom teachers to have the lowest score of any group on all scales, whilst middle management (Heads of Department/Faculties/ Years and classroom teachers with extra salary and responsibilities) had mean scores similar to the classroom teachers' on the Leadership, Promotion, Reputation, Student Achievement scales, but lower on Workload, Change and higher on Self Growth.

Table Seven: Overall Satisfaction, Change in Satisfaction and Aspects of Satisfaction by Promotion Position.

	Promotion Position						
	HT	DHT	HD	CR+	CR	Sup	Other
N	57	40	125	134	161	5	20
Scale							
Satisfaction	4.35	4.32	3.80	3.83	3.78	4.00	4.50
Change sat.	3.55	3.32	3.20	3.02	3.34	3.40	3.90
Leadership	5.36	4.82	3.83	3.95	3.89	3.80	4.69 ***
Promotion	4.12	3.95	3.62	3.41	3.63	3.27	3.78 ***
Infrastructure	3.69	3.60	3.25	3.40	3.34	3.27	4.15
Reputation	5.20	4.92	4.46	4.46	4.54	4.60	4.84 ***
Status	2.44	2.44	2.26	2.32	2.38	2.23	2.61
Student Achievement	5.63	5.46	5.12	5.12	5.18	5.74	5.37 ***
Workload, Change	3.03	2.93	2.57	2.68	2.85	2.75	3.31 **
Self-Growth	5.83	5.65	5.34	5.12	4.95	5.13	5.27 ***

* $p < .05$, ** $p < .01$, *** $p < .005$

Type of School

Two sets of analyses were performed to test the effects of teaching in different types of school, the first comparing schools which catered for different age ranges and/or served special educational purposes, the second comparing grant maintained schools (GMS) with all other schools.

An ANOVA was performed to test the association between type of school (primary, comprehensive etc.) and overall satisfaction. The result was not statistically significant ($F_{5,495} = .91$, $p = .47$). Similarly no association was found between school type and change in satisfaction ($F_{5,494} = 1.93$, $p = .09$).

The association between type of school and the eight aspects of satisfaction was tested using a MANOVA. The multivariate effect was significant ($F_{40,2470} = 5.44$, $p = .000$). This was accounted for by significant univariate results on School Leadership($F_{40,2470} = 12.30$, $p = .000$), Promotion ($F_{40,2470} = 2.67$, $p = .022$), School Infrastructure ($F_{40,2470} = 8.03$, $p = .000$), School Reputation ($F_{40,2470} = 15.31$, $p = .000$) and Student Achievement ($F_{40,2470} = 6.51$, $p = .000$). Results are reported in Table Eight.

Teachers in the nursery/primary range scored highest of any category on three scales - Leadership, School reputation and Student Achievement, but scored relatively low on Infrastructure. Teachers in middle schools scored highest on Promotion, but this should be interpreted with caution as there were very few of these teachers (n=11), whilst next highest mean score was obtained by teachers in grammar schools, with all

other teachers obtaining similar scores. Teachers in middle schools and 'secondary moderns' rated their satisfaction with school infrastructure the highest, with teachers from other categories of teachers all scoring in the dissatisfied range.

Table Eight: Overall Satisfaction, Change in Satisfaction and Aspects of Satisfaction by Type of School.

	Type of School								
	Prim	Mid Sch	SM	Comp 11-16	Comp 11-18	Gram	CTC 16-18	Coll	Other
N	205	11	69	18	136	67	3	5	22
Scale									
Satisfaction	3.93	4.27	4.09	3.61	3.70	4.05	1.67	3.20	4.73
Change sat.	3.26	3.00	3.79	2.56	3.20	3.29	1.33	2.20	3.27
Leadership	4.57	4.35	4.12	3.92	3.60	3.86	2.50	2.78	4.67 ***
Promotion	3.62	4.21	3.89	3.48	3.45	3.94	4.33	3.67	3.50 *
Infrastructure	3.44	4.36	4.03	3.31	3.10	3.34	2.61	2.07	3.63 ***
Reputation	4.92	4.40	4.50	4.55	4.11	4.85	3.57	3.89	4.90 ***
Status	2.44	2.45	2.34	2.14	2.32	2.25	1.78	2.00	2.45
Student Achievement	5.43	5.14	5.26	5.30	4.94	5.08	4.76	4.89	5.59 ***
Workload, Change	2.83	2.99	2.99	2.80	2.64	2.80	1.46	1.98	2.64
Self-Growth	5.31	5.33	5.41	5.07	5.13	5.25	5.33	5.60	4.97

* $p < .05$, ** $p < .01$, *** $p < .005$

Grant Maintained Status

Teaching in a grant maintained school was not significantly associated with overall rating of satisfaction ($t_{527} = 1.32$, $p = .19$).Grant maintained status was however associated with self reported change in satisfaction at the threshold of significance($t_{527} = 1.97$, $p = .05$). Teachers in GMS on average rated their satisfaction as having declined less than did other teachers (GMS = 3.48, other = 3.16).

Grant maintained schools versus others

The relationship between teaching in GMS or other schools and the eight aspects of satisfaction was explored using a MANOVA. The multivariate result was statistically significant ($F_{8,522} = 15.27$, $p = .000$). This was accounted for by significant differences on four aspects of satisfaction - Leadership ($F_{8,522} = 5.27$, $p = .023$), Promotion ($F_{8,522} = 27.21$, $p = .000$), Infrastructure ($F_{8,522} = 31.35$, $p = .000$) and Workload ($F_{8,522} = 4.42$, $p = .036$).

Teachers from GMS were significantly less satisfied with School Leadership than were teachers from other schools (GMS = 3.9, other = 4.2). However they were significantly more satisfied with Promotion (GMS = 4.06, other = 3.48), School Infrastructure (GMS = 3.82, other = 3.24), and Workload = (GMS = 2.91, other = 2.71)

Mental Well-being - The General Health Questionnaire

The mean for entire sample on the GHQ was 2.18, a score which is comparable to but slightly higher than, population averages.

Sex, Promotion Position and Type of School

The relationship between sex of participant, type of school, promotion position and the GHQ was explored. No interactions were found so univariate test results will be reported.

Men (mean = 2.13) and women (2.21) did not differ significantly on the GHQ ($t_{527} = 1.51$, $p = .13$).

Holders of different promotion positions also did not differ significantly on the GHQ ($F_{4,507} = .30$, $p = .99$). Type of school also did not predict GHQ ($F_{5,495} = .70$, $p = .62$).

No significant difference was found between teachers from different types of school on GHQ score ($F_{5,495} = .70$, p .62). There was also no significant difference on GHQ score ($t_{527} = 1.80$, $p = .07$) between those who taught in GMS and others.

The GHQ and Satisfaction

The relationship between GHQ and the measures of satisfaction was explored by multiple regression. The combination of satisfaction variables was found to be a significant predictor of GHQ ($F_{10,519} = 17.40$, $p = .0000$, $R^2 = .25$). Table Fifteen presents the Beta coefficients, T values and p values for the regression.

Table Fifteen: Relationship Between Scores on Satisfaction Items and General Health Questionnaire

Scale	GHQ		
	Beta	T	Sig T
Satisfaction	-.09	1.69	.09
Change sat.	**-.12**	**2.31**	**.02**
Leadership	.03	.67	.50
Promotion	-.03	.71	.48
Infrastructure	-.003	.05	.96
Reputation	-.05	.90	.37
Status	.02	.45	.66
Student Achievement	.03	.65	.52
Workload, Change	**-.27**	**4.90**	**.0000**
Self-Growth	**-.20**	**4.50**	**.0000**

Bold type indicates significant relationship

Change in satisfaction was found to be significantly negatively related to GHQ as were scores on the Workload, Change (Beta = -.27, T= 4.90, p = .0000) and Self Growth (Beta = -.20, T = 4.50, p = .0000) scales.

DISCUSSION

The full results of the research are extremely complex and this paper has concentrated on a few key issues, specifically the effects on satisfaction of teaching in different types of schools and occupying different promotion positions. Also explored are some of the issues for teachers surrounding the creation of the so-called Grant Maintained Schools, one of the more contentious changes introduced to British education in the last decade. The extent to which responses from English teachers replicate those obtained from participants in the original Australian research will also be discussed below.

Commitments

English teachers' scores on the commitments scales show that they, in common with Australian peers, value what one would hope they would - working with and for other people, and also their own continuing development as human beings. The last of these is important because, as someone once noted, the best teaching is done by those who love learning.

Satisfaction

Whilst the 'typical' teacher in this sample would seem well suited teaching, and to have commenced teaching because it was what he or she had always wanted to do, this typical participant is also not satisfied with some aspects of his or her work. Ratings of overall satisfaction suggest that at least some degree of occupational dissatisfaction was the majority experience, and ratings for change in satisfaction

showed that many or most participants have experienced a decline in satisfaction since beginning teaching.

However, whilst teachers rate themselves as dissatisfied overall with their profession, they remain satisfied with some aspects of it. The 'core business' of teaching - working with students and seeing them achieve, and increasing one's own professional skills and knowledge remain very satisfying for most teachers. Most dissatisfying in contrast were systemic or societal factors - the pace of educational change and the increase in workload associated with it, and the continuing devaluing and criticism of the teaching service.

Scores on satisfaction factors which are related to teaching in a specific school, such as school leadership, decision making and communication, the school's level of resources and its reputation in the community, showed the most amount of variation, with ratings which were in the middle range between moderately satisfying to moderately dissatisfying. In this, the English results confirm the findings from the Australian research that a 'three domain' model - 'core business' factors (satisfying), school level (some variation and ambivalence) and social/system level factors (dissatisfying) - best explains teacher satisfaction (see Dinham & Scott, 1998).

One potentially informative difference between the Australian and English results was the finding that in the English results satisfaction with promotion lay closer to the school level factors than the system level, as was found with the Australian data. Given that promotion is indeed a school based matter in England, but a Departmental matter in Australia, this results lends extra credence to the usefulness of the three domain model.

The Influence of Promotion Position and Type of School

Examination of the differential effects of promotion position and type of school showed that these factors to some extent mediate the impact of change, as was also found in the original Australian research. However, whilst Head Teachers were more satisfied with a number of the aspects of their work, unlike Australian Principals, they are not more satisfied overall than other types of teachers. Evidence suggests that control plays an important part in determining levels of satisfaction and the greater control over the working day exerted by school executive may provide them with a buffer against the vitiating effects of recent changes. The lower levels of satisfaction expressed by English executive is perhaps a sign that, unlike their Australian counterparts, their position has not protected them as much from the effects of recent changes to school education.

Teachers who worked with different age groups/types of pupils also showed differences in their scores on the aspects of satisfaction scales. English primary teachers, like their Australian counterparts, for example were more satisfied than high school teachers on the Student Achievement and School Reputation scales. However, English primary teachers were also less satisfied with their school's resources. A possible explanation for the former is that teenage children are more poorly regarded socially than their younger counterparts, and more challenging to work with. Primary teachers also have greater contact with individual students than do secondary teachers, and given the more rapid rate of development of younger children, there is greater opportunity both to facilitate and be aware of student achievement. In regards to the second matter, primary schools in England - as is the case in Australia - are indeed on average less well resourced than secondary schools.

Mental Well Being - The GHQ

As predicted, scores on the measure of mental well being, the GHQ, showed a relationship with satisfaction and the combined measures of satisfaction were a very strong predictor of mental well being. Holders of different promotion positions did not score differently on the GHQ, however, unlike the teachers who participated in the Australian research, where principals and deputies in particular were found have better ratings of mental well being, in contrast to middle and lower management position holders, who fared more poorly.

Differences between the findings from the original Australian research concerning the relationship between promotion position and mental well being and the English replication again cast interesting light on the effects of contextual factors on teacher satisfaction. In particular the comparative lessening of the buffering effect of holding a higher promotion position would suggest that the impact of educational change have been more pervasive in England and has been similar for all levels of the teaching profession. Whilst Australia principals were relatively more satisfied and less 'stressed' than their middle management colleagues, English Head Teachers were suffering to a similar extent. The place of the Head Teacher in the 'firing line' of accountability for each school's performance puts pressure on heads which has no equivalent in the Australian system. Of importance also may be the number of Head Teachers who are not 'just' administrators but who also teach, a situation which is less typical among Australian secondary principals and principals of larger primary schools.

Typical quotes from Head Teachers' comments in the open-ended section of the questionnaire confirm that many feel that the demands of the job have robbed them of a sense of control over their work.

> *I love my job but it's killing me - I feel totally stressed each night and completely exhausted every Friday. At school from 8 am till 6 pm with rarely a break for coffee or lunch. Then work every evening. My energy is drained by being constantly rushed. Dealing with people takes time and energy. The government demands more and more.*

> *Concern that usual feeling is one of lack of sleep; no time; can not do all want to; under strain; unhappy . . . .*

The most important of the aspects of satisfaction for predicting well being were change in satisfaction since commencing teaching, satisfaction with the pace of change and related changes to workload, and satisfaction with professional development. Lower levels of satisfaction with each of these were associated with higher scores on the measure of mental distress (GHQ). Intuitively, greater decline in occupational satisfaction should predict lower levels of well being, and it would appear that frustration of one's career goals and aspirations in the climate of rapid change is also a recipe for poor mental health.

Comments from the open ended section of the questionnaire confirmed teachers' concerns about the pace of change and the perceived lack of effective change management:

> *Being required to implement changes in which I doesn't believe with a staff who also disagree with them, is not motivating. Knowing that the doubts I and many of my colleagues have will be dismissed as cynical, progressive (which I am not) or a pathetic justification of failure, undermines my professionalism and educational experience.*

It would be helpful if provision could be made for a sabbatical period or time out to take stock of the constant change.

Many of the new initiatives are good but too many changes too quickly have put too much stress on teachers.

There is evidence available that recent changes, most specifically the introduction of the national curriculum and related assessment of pupils, has had a noticeable effect on teachers' workload. Campbell, Evans, Neill and Packwood (1991) studied the workload of a sample of Infants teachers before and after the introduction of the national curriculum, paying particular attention to the hours worked by Year 2 teachers, who were the first to implement the relevant statutory orders. Between 1990, the year before the introduction of the national curriculum, and 1991, the surveyed Year 2 teachers increased their average hours worked per week from 51.1 to 58.1. In other words, the teachers were working equivalent to 11 1/2 hour days, if - as the authors note - the unrealistic assumption is made that teaching is a 5 day a week job. The top 20% of teachers surveyed were working on average 72 hours a week. This research makes it clear that teachers may with justice complain, as they do, of the public's perception that theirs is an undemanding 9 to 3 occupation.

Comments made in the open ended section of the questionnaire also illustrate teachers' concern about increasing workloads and frustration with community misperceptions. Of particular interest is the frequency with which participants express distress at the erosion of time and energy available for 'core business' activities by the increase in administration and paper work associated with recent changes. Interesting also is the extent to which they indicate that control over time management has been taken away from them. Some typical comments were:

I love teaching and I love the children but I put so much time into the job that I feel other things get left out, like my own life! There never seems to be enough hours to do everything. I even felt guilty filling in this form because I should be doing something else

If allowed to teach and enjoy my subject, life would be fine. The extra admin., targets, reports, etc., that seem to have trebled over the years, take time and that time eats away, either at class preparation time, or personal time.

Teachers feel they are not understood, particularly the amount of work they do, and that they are taken for granted. Teachers do not like to admit they are teachers because of the criticism they get.

The idea of a 9 - 3 job must change.

Some teachers specifically mentioned the national curriculum as the sources of a significant part of their increased work load -

I am retiring at the end of this academic year due to pressure of work and the constraints made upon my teaching by the National Curriculum. I can no longer keep up with the paperwork demands and regret that I am unable to spend as much time as is necessary to deal with the children's social and emotional problems because of the increased workload since the implementation of the N.C.

Grant- Maintained Schools

Teachers in grant-maintained schools showed some distinctive characteristics, for example they were significantly more satisfied with some of the 'school level' aspects of their work - Promotion, and Resources. They also scored higher on the

satisfaction with Change/Workload scale than did teachers from other schools. This can be explained by the advantages conferred on GM schools in terms of preferential funding. Fitz, Halpin and Power (1993), in the context of their study of 19 Head Teachers of established GM schools, found that all the Head Teachers named additional income and increased freedom to deploy income as benefits of 'opting out'. They reported that with this came 'more staff, better pay, improved levels of resourcing and higher standards of decor.'

There is a clear indication that teachers in these schools also have a specific orientation to teaching - with a tendency to have gone into teaching because they had no other option and, unlike teachers in other sorts of school, not to have held a lifelong ambition to teach. This, combined with low scores on altruism as motivation to teach, suggests that these teachers do not have what might be regarded as the kind of values and sense of vocation traditionally associated with teachers and teaching. Indeed, they might be described as being more 'in tune' with the values associated with the 'market-driven' model of education. Where education is seen as a commodity to be bought and sold, traditional values associated with teaching as a caring profession concerned with the needs and well-being of others may be less of a requirement. These teachers are, nevertheless, no more satisfied overall than other teachers with their work. Whilst there may be indications of a shift in their values resonant with the shift in the ideological basis, or culture, of teaching, this has not resulted in increased satisfaction.

The dissatisfaction with 'leadership' and 'communication' expressed by these teachers may be explained, perhaps, in terms of the autonomy and control which Head Teachers of GM schools are more likely to experience, whether this is characteristic of the Head Teachers who steer their schools towards 'opting out' or whether it is a de facto result of the change in status of the school.

Conclusion

The explanation for the decline in teacher and school executive satisfaction we would contend, is to be found in the context of teaching, characterised as it is by rapid change, increasing workloads, and increasing expectations combined with greater scrutiny and criticism and even frank devaluing of the profession. The teachers have indicated as much by their own ratings of satisfaction on these aspects of their occupation.

The results for the Commitments scale indicate that teachers hold the values that society would expect of them, as do the results for satisfaction with what might be considered the core business of teaching - the facilitation of pupil development and learning. However, it is plain that increased dissatisfaction with more peripheral aspects of their role is leading to an erosion of overall teacher satisfaction, and it is these dissatisfiers that need to closely considered by all responsible for them.

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